

# The Absolutely True Diary of a Part-Time Indian



Nonfiction Resources

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- Google Slides Links for Google Drive™
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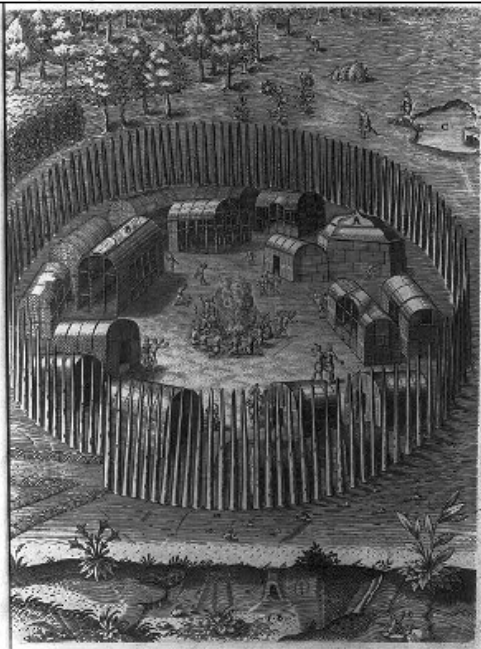
# Nonfiction Readings Topics

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- Contemporary Issues

# Nonfiction Readings

## The First Nations of North America

Library of Congress, LC-USZ62-54018



Title: The Town of Pomeiooc

Artists: John White (painter), Theodor de Bry (engraver)

Description: Fortified Native village the manner of construction of the buildings and the enclosing stockade. c.1590

In 1585, John White joined an expedition to start the first English colony in North America. He was an artist and tasked with capturing images that were “strange” to people in England. He drew over 70 watercolor paintings of indigenous people. White captured many aspects of the Algonquian way of life.

White and the other colonists established a settlement on the island of Roanoke in present-day North Carolina. A few years after establishing the settlement, White returned to England. When he traveled back to Roanoke in 1590, the colony had been deserted, a mystery that remains to this day.

For centuries, historians have approached North America’s history from a viewpoint that emphasized the European experience. This “**New World**” was discovered by European explorers, settled by European colonists, and developed to reflect European-like culture. The reality is North America’s true history is starkly different than a Eurocentric<sup>1</sup> telling would indicate. A full telling would emphasize how nomadic peoples settled North America thousands of years prior to the arrival of the first European explorer. In the meantime, countless indigenous<sup>2</sup> societies thrived and adapted to the continent’s bountiful and unforgiving land. To this day, archeology<sup>3</sup> and the study of human activity continues to accrue new knowledge about this period, and new insights consistently confirm indigenous societies were as vast as they were complex.

### The First Settlers

As scholars have continued to study the first peoples to live in North America, they have discovered that nomadic<sup>4</sup> groups traveled to the continent from Asia. These migrants journeyed across a land bridge, connecting the Asian continent to the modern-day state of Alaska in North America. While scholars’ estimates vary, the consensus is nomads arrived in North America no less than 12,000 years ago, before the construction of the pyramids in Egypt or the development of the highly advanced Indus River Valley civilization. Although the first nomads settled in the region just across the land bridge, their descendants spread across the continent, and over time, millions of people came to occupy North America before those European explorers ever set eyes on its vast landscapes.

### The Rise of Complex Societies

The North American climate and environment could be unforgiving, and early indigenous people banded together to survive it, coalescing<sup>5</sup> into societies. In the area now known as the United States alone, there were well over 100 different groups. These societies developed unique forms of language, culture, medicine, agriculture, and more. As you will learn more about in the next section, since there were so many different societies in North America, scholars have divided up these early groups into regions based on shared habits and cultural practices.<sup>6</sup>

➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and History Standards

➤ Critical Thinking Opportunities



# Nonfiction Readings

## Cultural Regions

To distinguish between the multitude of societies and practices evident across North America, scholars developed a rough naming system using regions to help organize their understanding of the various groups. The regions include the Arctic, Subarctic, Northwest Coast, California, Plateau, Great Basin, Southwest, Plains, Southeast, and Northeast. While each group had unique cultural practices, the environment shaped these practices. As a result, the practices shared similarities from group to group in each region. For instance, in the Northwest Coast region, the people lived off of natural resources, including fish and wildlife. Due to the abundance of resources, these societies were able to create more permanent settlements. This was not the case for all societies on the continent, though, and others developed a more nomadic lifestyle as they ranged for food. The Northwest Coast region example, in contrast with others, illustrates the fact the land shaped indigenous societies.



Map shows the approximate location of the ten cultural regions of indigenous people in North America.

## Dispelling Common Myths

As we have seen, the story of indigenous societies in North America defy<sup>6</sup> simple narratives. Today, historical texts tend to give readers the impression that the indigenous societies of North America lacked complexity and were primarily migratory groups of **hunter-gatherers**. These same texts may also portray indigenous societies as entirely peaceful. Not only are these two impressions incomplete, there are many other narratives about indigenous people that have been rewritten due to new archeological discoveries. The first step in recognizing these common myths and de-bunking them is acknowledging the rich and diverse history of the first people to occupy and thrive in North America.

### Glossary of Terms

<sup>1</sup> Eurocentric: focusing on European culture or history to the exclusion of a wider view of the world

<sup>2</sup> Indigenous: originating or occurring naturally in a particular place; native

<sup>3</sup> Archeology: the science that deals with past human life as shown by fossil relics and the monuments and tools left by ancient peoples

<sup>4</sup> Nomadic: a member of a people that has no fixed home but wanders from place to place

<sup>5</sup> Coalescing: to unite into a whole

<sup>6</sup> Cultural practices: objects, events, activities, social groupings and language that participants use

<sup>7</sup> Defy: to challenge to do something considered impossible

➤ 15 Nonfiction Readings

➤ Educational Text Features

➤ Glossary of Key Vocabulary

➤ 2 Pages Per Reading

# Nonfiction Readings

<b>1a</b> Nonfiction Text Analysis Name: <i>The First Nations of North America</i>	
<b>Nonfiction Text Features</b> Directions: Fill out the following organizer, identifying the key features of the informational text.	
<b>Feature 1: Image &amp; Description</b> What is it? Name/describe the feature.	<b>Feature 2: Map</b> What is it? Name/describe the feature.
How does this feature contribute to your understanding of the whole article?	How does this feature contribute to your understanding of the whole article?
<b>Vocabulary &amp; Terms</b> Directions: Define the key vocabulary words and terms below by using context clues from the text.	
<b>New World</b>	
<b>Cultural regions</b>	
<b>Hunter-gatherers</b>	
<b>Main Idea &amp; Key Details</b> Directions: Fill out the graphic organizer below in order to determine the main idea of the text.	
Title:	
Key Detail 1:	Key Detail 2:
	Key Detail 3:
<b>Main Idea:</b> What is the article mostly about?	

➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts



Name: \_\_\_\_\_

1. When did people first come to North America? How did they get to the continent? Support with textual evidence.

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2. How do scholars organize the various societies that lived in North America thousands of years ago? Why do they organize the societies in this way? Support with evidence from the text.

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3. What are some common myths about the indigenous people that first lived in North America? Why do you think these misconceptions may have developed in the first place? Explain two possible reasons and support with evidence from the text.

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4. Examine the image and text feature on the first page. What does the image and description reveal about how early explorers to North America viewed the people that occupied the land? Support with evidence from the text.

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5. What might the author mean in the first paragraph when they state, "Eurocentric telling"? Why might this perspective be the dominant narrative of North America's early history? Support with evidence.

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6. Why might the author include the details about the Egyptian pyramids and Indus River Valley Civilization? What point or idea do those details emphasize? Explain and support with textual evidence.

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➤ 2 Formats to Allow for Differentiation

➤ Use for Centers or Rotation Model

➤ Pair with Novel – Cross-text Connections

➤ Answer Key & Google Slides Links

## RESOURCE ALSO INCLUDES...

Answer Keys • Google Slides™ Links • Pre-Made Text Boxes

# Extension Activities Topics

- Addressing Offensive Language
- “America Before Columbus” Documentary
- Primary Source Analysis: Treaty of Canadaigua
- Primary Source Analysis: Indian Removal Act of 1830
- Manifest Destiny & Political Cartoons
- Image Analysis: Westward Expansion Changes the Landscape
- Historical Markers & Honoring the Past
- Primary Source Analysis: Carlisle Indian School Investigation Report
- Primary Source Analysis: An Apology to All Native Peoples
- TED Talk: The Standing Rock Resistance and Our Fight for Indigenous Rights



# Extension Activities

## Extension Activity 3

Name: \_\_\_\_\_

Treaty of Canadaigua

### Primary Source Analysis

After learning about the early history of First Nations, let's take a closer look at First Nations' relationship with the newly formed United States. The Treaty of Canadaigua was one of the first treaties the U.S. government made with First Nations. Read the treaty and answer the questions to the right.

**GUIDING QUESTION:** What does the language of the law in this section reveal about the government's attitude toward the First Nations? How is tone used to convey the government's views?

### Treaty of Canadaigua, 1794

The President of the United States having determined to hold a conference with the Six Nations of Indians, for the purpose of removing from their minds all causes of complaint, and establishing a firm and permanent friendship with them; and Timothy Pickering being appointed sole agent for that purpose; and the agent having met and conferred with the Sachems, Chiefs and Warriors of the Six Nations, in a general council: Now in order to accomplish the good design of this conference, the parties have agreed on the following articles, which, when ratified by the President, with the advice and consent of the Senate of the United States, shall be binding on them and the Six Nations.

**Article I.** Peace and friendship are hereby firmly established, and shall be perpetual, between the United States and the Six Nations.

**Article II.** The United States acknowledge the lands reserved to the Oneida, Onondaga and Cayuga Nations, in their respective treaties with the state of New York, and called their reservations, to be their property; and the United States will never claim the same, nor disturb them or either of the Six Nations, nor their Indian friends residing thereon and united with them, in the free use and enjoyment thereof: but the said reservations shall remain theirs, until they choose to sell the same to the people of the United States who have right to purchase.

**Article III.** The land of the Seneca nation is bounded as follows: Beginning on Lake Ontario, at the north-west corner of the land they sold to Oliver Phelps, the line run westerly along the lake, as far as O-yong-wong-yeh Creek at Johnson's Landing-place, about four miles eastward from the fort of Niagara; then southerly up that creek to its main fork, then straight to the main fork of Stedman's Creek, which empties into the river Niagara, above Fort Schlosser, and then onward, from that fork, continuing the same straight...

1. According to the introductory information, what is the purpose of the treaty?

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2. Who are the two parties agreeing to this treaty? \_\_\_\_\_

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3. What does Article 1 establish between the two parties of the treaty? For how long?

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4. Summarize what the United States agrees to recognize in Article II. \_\_\_\_\_

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5. What does the U.S. agree to when it comes to the Six Nations' land? \_\_\_\_\_

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6. What is the purpose of Article III? \_\_\_\_\_

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➤ 10 Extension Activities

➤ Variety of Materials – Primary Sources, Video

➤ Engage with Different Activities

➤ Comprehension & Analysis Questions

# Extension Activities

...course, to that river; (this line, from the mouth of O-yong-wong-yeh Creek to the river Niagara, above Fort Schlosser, being the eastern boundary of a strip of land, extending from the same line to Niagara River, which the Seneca Nation ceded to the King of Great Britain, at a treaty held about thirty years ago, with Sir William Johnson;) then the line runs along the river Niagara to Lake Erie; then along Lake Erie to the north-east corner of a triangular piece of land which the United States conveyed to the state of Pennsylvania, as by the President's patent, dated the third day of March, 1792; then due south to the northern boundary of that state; then due east to the south-west corner of the land sold by the Seneca nation to Oliver Phelps; and then north and northerly, along Phelps' line, to the place beginning on Lake Ontario. Now, the United States acknowledge all the land within the aforementioned boundaries, to be the property of the Seneca nation; and the United States will never claim the same, nor disturb that Seneca nation, nor any of the Six Nations, or their Indian friends residing thereon and united with them, in the free use and enjoyment thereof: but it shall remain theirs, until they choose to sell the same to the people of the United States, who have the right to purchase.

7. According to the end of Article III, what does the U.S. promise to never do? \_\_\_\_\_

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8. Based on the treaty, if the Six Nations want to sell their land, to whom must they sell it? \_\_\_\_\_

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9. Why might the U.S. want the Six Nations to sell any of their future land to the group you identified in #8? \_\_\_\_\_

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**Guiding Question:** What does the language of the treaty in these early sections (Articles I-III) reveal about the government's attitude toward the First Nations? How is tone used to convey the government's views?

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**Article IV.** The United States having thus described and acknowledged what lands belong to the Oneidas, Onondagas, Cayugas, and Senecas, and engaged never to claim the same, nor to disturb them, or any of the Six Nations, or their Indian friends residing thereon and united with them, in the free use and enjoyment thereof: Now the Six Nations, and each of them, hereby engage that they will never claim any other lands within the boundaries of the United States; nor ever disturb the people of the United States in the free use and enjoyment thereof.

10. According to Article IV, what the United States promise to never do? \_\_\_\_\_

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11. According to Article IV, what do the Six Nations promise to never do? \_\_\_\_\_

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**Article V.** The Seneca Nation, all others of the Six Nations concurring, cede to the United States the right of making a wagon road from Fort Schlosser to Lake Erie, as far south as Buffalo Creek; and the people of the United States shall have the free and undisturbed use of this road, for the purposes of traveling and transportation. And the Six Nations, and each of them, will forever allow to the people of the United States,...

12. What will the U.S. be able to do on Six Nations' land? \_\_\_\_\_

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➤ Allows for Differentiation

➤ Standards-aligned – Informational & History Texts

➤ Pair with Nonfiction Readings

➤ Make Connections Between Texts

# Extension Activities

## Political Cartoon Research and Creation

There are multiple sides to every story. You have observed and analyzed political cartoons about the relationship between the U.S. and First Nations. Now, you will conduct research on Manifest Destiny – both from the U.S. policy stance and approach and the First Nations policy stance and approach. Next, you will create your own political cartoons – one capturing the U.S. policy and approach and one from the First Nations policy stance and approach. Complete the following graphic organizers as you research, brainstorm, sketch, and create!

RESEARCH TOPIC: \_\_\_\_\_

### Research Notes

Category	Notes
<b>Who</b> – What are the sides and/or people involved in the time period you are researching? What is important to know about these groups?	
<b>When</b> – When does the time period take place? What is important to know about this time period?	
<b>Where</b> – Where does the time period take place? What is important to know about this place?	
<b>What</b> – Describe the time period. What is going on? What important events or actions occurred?	
<b>Why</b> – Why is this time period taking place? What conflict(s) created this issue?	

- Foster Critical Thinking
- Comprehensive Examination of History
- Prompts Require Evidence-based Responses
- Cross-curricular Learning

### Digging Deeper Into the Research

Category	Notes
<b>U.S. Policy or Approach</b> – What did the U.S. believe about this time period? How did the U.S. feel about it? Why?	

Directions: Now, it is time to brainstorm your own political cartoon. In the space below, draw a sketch(es) of your political cartoon idea. Then, explain your cartoon and what message you are trying to send through the image.

Explanation of Sketch: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Foster Rich Discussion
- Scaffold Learning with Graphic Organizers
- Google Slides Links for Google Drive™
- Answer Keys for Applicable Resources

## RESOURCE ALSO INCLUDES...

Answer Keys • Google Slides™ Links • Pre-Made Text Boxes

# Bundle & Save!

This resource is part of a comprehensive unit on *The Absolutely True Diary of a Part-Time Indian!* Click the cover below to preview all the resources available.



## The Absolutely True Diary of a Part-Time Indian

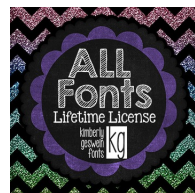
Novel Study



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